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Office Memorandum • UNITED STATES GOVERNMENT

TO : Deputy Director of Training (General)

DATE: 13 Mar. 52

FROM : [REDACTED]

SUBJECT: Weekly Report - 6 Mar.-13 Mar. 52

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1. During the past week seven reports have been submitted to [REDACTED] on the specialized aspects of research psychology. In addition, there have been two conferences with him involving various members of his staff who are concerned with this problem.

2. On 7 March, a four-hour conference was held with Dr. [REDACTED]

3. During the week we have been conducting a detailed psychological analysis of a person in whom [REDACTED] of Management is very much interested. 25X1A9a

4. On 5 and 8 March, 17 language students were tested for the Language Center. In order to accommodate offices which cannot spare their employees for language testing on a week day, we have scheduled testing programs for Saturdays.

5. Nine applicants for Professional Trainee slots were tested this week.

6. On 12 March, I delivered a talk on interview procedures (Written Interview Questionnaire) to the first class of Personnel recruiters who have been brought to Washington for refresher courses.

7. We are presently engaged in rounding up the various validity studies which have been made in the past, on the effectiveness of the Iowa Language Aptitude Examination in predicting language proficiency at Georgetown. The study includes 12 language classes of the UTG/A type and two PT classes.

8. In the Handbook of Experimental Psychology (1951), an advanced text for professional psychologists, Professor Miller of Harvard stated: "The fact is that logic is a formal system, just as arithmetic is a formal system, and to expect untrained subjects to think logically is much the same as to expect preschool children to know the multiplication table."

Since evidence on this hypothesis was available in our files, we carried out a controlled study. 67 adults (Group A) who had had

JOB NO. [REDACTED] NO. 125 NO CHANGE
IN CLASS [REDACTED] CHANGED TO: TS S C RET. JUST. 22
NEXT REV. DATE 10 SEP 54 REVIEWER [REDACTED] TYPE DOC. 02
NO. PGS. 2 CREATION DATE [REDACTED] ORG COMP. 11 COPIES 11 ORG CLASS C
REV CLASS C REV COORD. AUTH: HR 70-3

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- 2 -

at least three semester hours of training in college logic were paired with 67 other adults (Group B) who had never had any training in logic. The subjects were paired in terms of sex, age, and education. It was found that Group A obtained a higher mean score (29) than Group B (mean 21). The difference was statistically significant. However, 38% of the subjects in Group B obtained higher scores than their paired partners in Group A.

A group of nine Ph.D's who had not had any training in logic obtained a mean score of 33. The chances are 88 out of 100 that the difference between the Ph.D. mean score and the mean score for Group A is significant.

Therefore, Prof. Miller's generalization that untrained subjects cannot think logically is not substantiated. On the basis of supplementary evidence, not here cited, the conclusion is reached that the ability to think logically is one aspect of intelligence, but it remains to be determined what part training in logic plays in the development of this ability.

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